

The Impact of Intellectual Intelligence, Emotional Intelligence, Spiritual Intelligence and Demographic Factors on Student Ethic

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Keywords: Intellectual Intelligence, Emotional Intelligence, Spiritual Intelligence, Demographics Factors, Student Ethics.

Abstract: This study aimed to examine the effect of intellectual intelligence, emotional intelligence, spiritual intelligence and demographic factors on student ethics. Student Ethics are measured by two indicators which are social ethics in the campus environment and social ethics outside the campus and business ethics. Intellectual intelligence is measured by three indicators that is problem-solving skills, verbal intelligence, and practical intelligence. Emotional intelligence is measured by five indicators that is self-knowledge, self- control, self-motivation, empathy, and social abilities. Spiritual intelligence is measured by four indicators that is flexibility, self-awareness, facing and Exploiting Suffering, and facing and overcoming feelings of pain. While the demographic factors were used in this study are gender, age, employment status and marital status. This study uses primary data in the form of a questionnaire with 5-point Likers scale. The sampling method using purposive sampling techniques. The sample in this research were 989 respondents. The analytical tool used is multiple regression analysis and one-way ANOVA. The study found that intelligence positively affects student ethics. Emotional intelligence positively affects student ethics. Spiritual intelligence positively affects student ethics. Female students are more ethical than the male students. The more mature age students do not influence it in being ethical. Students who already work no more being ethical than those not working. Married students are no more ethical than the unmarried.

1 INTRODUCTION

Ethics case students become electronic and television news headlines lately. As was the case at a university in North Sumatra related to a student is a student who killed professor who taught him. This is certainly quite alarming for higher education institutions. According Simanjong & Sipayung (2012) an important role as a university is forging science and shaping the character of students and to deliver qualified students and immoral. Based on the description of proficiency level, a student should be formed to become qualified human resources as well as being air-ethics.

Attitude formation is one element of education in order to develop positive ethical values of the students who will be involved into the world of work as a professional. By incorporating ethics and

business communication as part of the curriculum in an educational institution is expected to be one way in the formation of this attitude. In addition, it is expected later graduates not only incompetent but also has a good attitude and ethics in order to enter the working world.

Research on good ethics professional ethics of accountants and business ethics provide empirical evidence regarding the factors that influence a person's attitude and ethical behaviour. Simanjong & Sipayung (2012) suggested that factors that influence ethics on individual aspects of the emphasis on the dimensions of intellectual, emotional intelligence and spiritual intelligence. In addition Bieber et al. (2013) also suggests that the demographic factor as a factor affecting ethical attitudes of students.

According to Sternberg (2008) intelligence is a person's ability to learn from experience, think use metacognitive processes, as well as the ability to adapt to the surrounding environment. Some researchers such as Tikollah et al. (2006), Jamaluddin & Indriasari (2011), and Agustini & Herath (2013) provides empirical evidence that intelligence positively affects the ethical attitudes of students. These results mean that the higher level of intelligence will enhance the student ethics. In contrast to the results found by Simanjorang & Sipayung (2012) indicated that intelligence has no effect on the ethical attitudes of students. In addition to the factors that influence ethical intelligence a person of emotional intelligence.

Emotional intelligence is the ability to recognize your feelings, the feelings of others, to motivate yourself, and the ability to manage emotions (Goleman, 2005). Fu (2014) examined the effects of emotional intelligence on employee ethics. The results showed that the higher the emotional intelligence of employees will increase employee ethics. Research Fu (2013) supported in the context of research in Indonesia by Agustini & Herath (2013) and Simanjorang & Sipayung (2012) that the higher the emotional intelligence of students will increase student ethics. These results differ from Tikollah et al. (2006) and Morrow & Nurhayati (2015) which shows that emotional intelligence has no effect on student ethics.

Spiritual intelligence is intelligence to face and solve the problem of meaning values that put the behaviour and human life in the context of a broader and richer that allows someone to unite things that are intrapersonal and interpersonal, as well as bridging the gap between themselves and others (Zohar & Marshall, 2002). Some researchers such as Agustini & Herath (2010) and Simanjorang & Sipayung (2012) provides empirical evidence that spiritual intelligence has positive influence on the ethical attitudes of students. These results mean that the better students of the spiritual intelligence is also getting good ethics. In contrast to the results shown by Tikollah et al. (2006) that the spiritual intelligence does not affect the student ethics.

Demographic factors include gender, age, occupation and marital status also affect a person's ethics. This is evidenced by Bieber et al. (2013) which indicate that gender affects students' perceptions related to the ethics of information technology. Fu (2014) found that the age of the employee results have a negative effect on the ethical attitudes of employees, which showed that younger employees demonstrate ethical attitude

better than older employees. While Torgler (2006) found that the higher the person's age will increase its adherence to ethical / moral taxes. Additionally, Torgler (2006) also found that people who are married are more obedient to the rules than the unmarried.

Based on previous research that has been described as the authors conclude as follows: first, that the influence of intellectual, emotional intelligence and spiritual intelligence to ethics student's results have not been consistent. Second, not many studies that tested the effects of demographic factors related to ethics students. This research is the development of research Fu (2014), which examines the ethics of employees whereas in this study to test the student ethics. In research Tikollah et al. (2006), Jamaludin & Indriasari (2011), Simanjorang & Sipayung (2012), the author adds variable demographic factors. In research Bieber et al. (2013) the authors take demographic factors associated with student ethics.

This study aimed to examine the effect of intellectual intelligence, emotional intelligence, spiritual intelligence and demographic factors on student ethics to ethical business management majors or students of economic faculties of universities in Batam. Student Ethics is measured by two indicators that is social ethics in the campus environment and social ethics outside the campus and business ethics. Intellectual intelligence is measured by three indicators that is problem-solving skills, verbal intelligence, and practical intelligence. Emotional intelligence is measured by five indicators that is self-knowledge, self-control, self-motivation, empathy, and social abilities. Spiritual intelligence is measured by four indicators that is flexibility, self-awareness, facing and Exploiting Suffering, and facing and overcoming feelings of pain.

The results of this study are expected to provide the following implications: firstly, the results obtained can provide empirical evidence regarding the many factors that affect ethics. Secondly, the results of this study can provide a view that intelligence can create a generation of air-ethics socan be used as teaching materials or seminars on ethics to young. Thirdly, the results of this study may provide insight that demographic factors such as gender, age, employment status, and marital status may be a factor that affects ethics. Lastly, the results of this study is expected to be additional literature for studies related to the student ethics.

2 LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

2.1 Theory of Planned Behaviour (Theory of Planned Behaviour) / TPB, Intellectual Intelligence, Emotional Intelligence, Spiritual Intelligence

Theory of Planned Behaviour or TPB (Theory of Planned behaviour) is a further development of the theory of behaviour Cause or TRA (Theory of Reasoned Action) by Ajzen & Madden (1986). Unreasonable behaviour theory further describe the behaviour that are under the control of the individual. Theory of Planned behaviour developed to describe the behaviour that were entirely under the control of the individual. In essence Theory of Planned behaviour or TPB (Theory of Planned behaviour) is based on the assumption that humans are rational and use information that is impossible for him to systematically Achmat, 2010). Based on the theory of planned behaviour, the central factor of the behaviour of individuals is that the behaviour is influenced by individual intentions (behavior intention) to such behaviour (Ajzen, 1991). In addition, individual behaviour is also influenced by beliefs (Ajzen, 1991). There are several components that make up the goodwill and confidence that the background (background factors), behavioural beliefs, normative beliefs, and control beliefs.

Attitudes and ethical behaviour is an attitude and behaviour in accordance with social norms generally accepted in connection with the actions that are beneficial and harmful (Griffin and Ebert, 1998). In addition, according Hastuti (2007) attitudes and ethical behaviour is one's behaviour or response in an environment of moral rights and obligations as well as the values of true or false. According Komsiyah & Indriantoro (1998) ethics is a behaviour or rules of behaviour that is accepted and used by an individual or a specific group. While Mondy (2008) states that ethics is a discipline with regard to what is good and bad, right and wrong, or the obligation and moral responsibility.

According to Sternberg (2008) intelligence is a person's ability to learn from experience, think use metacognitive processes, as well as the ability to adapt to the surrounding environment. Intellectual or commonly called the intelligence is a person's ability to think and can be measured by a test called the IQ, or Intelligence Quotient (Adina, 2015). This is supported by Azwar (2004) which states that

intelligence is the interpretation of the results of intelligence tests (intelligence) into numbers that can be a clue as to the position of a person's level of intelligence.

Emotional intelligence is the ability to recognize your feelings, the feelings of others, to motivate yourself, and the ability to manage emotions (Goleman, 2005). According Melandy & Aziza (2006) emotional intelligence can help build a relationship to happiness and prosperity. This can be achieved if a person uses emotions in accordance with the desire and ability to control emotions so as to provide a positive impact.

Goleman (2001) suggested that there are five basic skills or dimensions of emotional intelligence, namely: Self Awareness (Awareness), Self Management (Full Self), Motivation (motivation), Social Awareness (Empathy) and Relationship

Management (Social Skills). These things are the skills of life (life skills more were built by EQ rather than IQ) (Pasiak, 2006). Opinion was supported by Goleman (1998) that is based on the calculation of the ratio of technical skills, IQ, and emotional intelligence as factors in the performance of good performance, emotional intelligence proved to be twice important than the other factors in each level of work.

Spiritual intelligence is intelligence to face and solve the problem of meaning values that put the behaviour and human life in the context of a broader and richer that allows someone to unite things that are intrapersonal and interpersonal, as well as bridging the gap between themselves and others (Zohar & Marshall, 2002). Zohar and Marshall (2002) also states that spiritual intelligence is one determinant of success. Spiritual intelligence is not synonymous with a formal religion, because the spiritual intelligence is not organized religion spirituality (Pasiak, 2006). Therefore, this intelligence does not belong to one religion (Pasiak, 2006).

2.2 Impact of Intellectual Intelligence on Student Ethics

Based on empirical evidence that intellectual influence a person's attitude. Some researchers are Jamaluddin & Indriasari (2011), Tikollah et al. (2006), Agustini & Herath (2013), examines the effect of intelligence on the ethical attitudes of accounting students. The results showed that the positive effect on the intellectual ethics of accounting students. Other researchers are Agustini & Herath (2013) and Simanjorang & Sipayung

(2012) examined the effect of intelligence on the ethical attitudes of students. The results showed that the intelligence has no effect on the ethics of accounting students.

Based on the results of previous studies (Jamaluddin & Indriasari 2011; Tikollah et al., 2006; Agustini & Herath, 2013) described the writer berargument that the higher intelligence quotient will increase a person's attitude or ethical behaviour. One's own intellectual acumen, will greatly help in better behaved. With the intelligence of the person has knowledge that more and will make it tend to lessen that does not comply with the norms. Based on these descriptions, the authors propose the following hypothesis:

H₁: Intellectual intelligence positively affects student ethics.

2.3 Impact of Emotional Intelligence on Student Ethics

Other factors besides intelligence of emotional intelligence also affects a person's attitude. Based on empirical evidence, Fu (2014) examined the effects of emotional intelligence on the ethical attitudes of employees working on three Chinese state-owned enterprises. The results show that emotional intelligence has positive influence on employee ethics. In the context of research in Indonesia, Agustini & Herath (2013) examine the effect of emotional intelligence on the ethical attitudes of accounting students, while Simanjorang & Sipayung (2012) examined the effects of emotional intelligence to ethics management students. The results show that emotional intelligence has positive influence on student ethics.

Other researchers are Tikollah et al. (2006) and Morrow & Nurhayati (2015) examine the effect of emotional intelligence on the ethical attitudes of accounting students. The results show that emotional intelligence has no effect on student ethics.

Based on the results of previous studies (Fu, 2014; Agustini & Herath, 2013; Simanjorang & Sipayung, 2012) described the writer berargument that higher emotional intelligence will improve one's ethical stance. Emotional intelligence of a person, it would be greatly helped him in being ethical. With that intelligence, someone knows how you feel themselves and others so as to control it properly. Based on these descriptions, the authors propose the following hypothesis:

H₂: Emotional intelligence positively affects student ethics.

2.4 Impact of Spiritual Intelligence on Student Ethics

Other factors besides the intellectual and emotional intelligence that spiritual intelligence also affects a person's attitude. Based on empirical evidence, Simanjorang & Sipayung (2012) examined the effect of spiritual intelligence to the ethics of Management students, while Agustini & Herath (2013) examine the effect of spiritual intelligence to the ethical stance S1 Accounting student. The results showed that the spiritual intelligence positively affects student ethics. Other researchers are Tikollah et al. (2006) examined the effect of spiritual intelligence to the ethical attitudes of accounting students. The results showed that the spiritual intelligence does not affect the student ethics.

Based on the results of previous studies (Simanjorang & Sipayung, 2012; Agustini & Herath, 2013) described the writer berargument that the better a person's spiritual intelligence then ethics is also getting better. Spiritual intelligence one has, will greatly help in being ethical. The intelligence can make a person knows well the moral values that dibutuhkan in life so that they can control the attitude based on these values. Based on these descriptions, the authors propose the following hypothesis:

H₃: Spiritual intelligence positively affects student ethics.

2.5 Influence of Demographic Factors against Student Ethics

Other factors besides intellectual, emotional intelligence and spiritual intelligence that demographic factors also influence a person's behavior. Based on empirical evidence, Bieber et al. (2013) examined the effect of gender on the perceptions of students about ethics. The results show that gender affects students' perceptions related to the ethics of information technology. Torgler (2006) examined the effect of gender on the compliance of tax morale. The results show that women are more obedient to the rules as compared to men.

Akbar (2009) examined differences in the application of the accounting profession ethics based on gender. The results show that there are differences in the application of the accounting profession ethics between male students and female. Mulyani (2015) examine the effect of gender on the perception of ethical accounting students. The results show that far more men than women behave

ethically. Hutahaean & Hasnawati (2015) examine the effect of gender on the ethical behavior of future accountants, and the results showed that gender had no effect on ethical behavior.

Based on the description of the results of previous research (Bieber et al., 2013; Torgler, 2006; Akbar, 2009) visible differences between attitudes or behaviors between women and men. Author berargument that female students tend to be more ethical than men. Based on these descriptions, the authors propose the following hypothesis:

H_{4a}: Female students are more ethical than male students.

Fu (2014) found results that age of employees in the company in China had a negative influence on the ethical attitudes of employees. Torgler (2006) examined the effect of age on the ethical / moral taxes, and the results showed that the higher the person's age will increase its adherence to ethical / moral taxes. Bieber et al. (2013)examine the influence of age the perception of students about ethics, and the results showed that age affects students' perceptions related to the ethics of information technology. Damayanthi and Juliarsa (2016) examined the influence of age on unethical behavior accountant. The results showed that age was not statistically affect the unethical behavior of accountants.

Based on the results of previous studies (Fu, 2013; Torgler, 2006; Bieber et al., 2013) Described the writer berargument that influence a person's age in attitude and take a decision. The more mature a person's age tend to make cautious in action and take a decision. Based on these descriptions, the authors propose the following hypothesis:

H_{4b}: Students who behave ethically more mature age compared with younger students. Mulyani (2015) examines the effect of status of work on the perception of ethical accounting students. The result showed that employment status has no effect on the ethical behavior of students. Bieber et al. (2013) examine the effect of employment status on perceptions of students about ethics. The results show that students who work less behave ethically.

Based on the results of previous studies (Mulyani, 2015; Lai and Tan, 2009) described the writer berargument that person's job status can also be influenced in being ethical. Based on these descriptions, the authors propose the following hypothesis:

H_{4c}: Students work being ethical than the other students.

Torgler (2006) examined the status of marriage and found that people who are married are more obedient to the rules than the unmarried. The results show that students who are married are less behave ethically. Based on the results of previous studies (Torgler, 2006) described the writer berargument that the marital status of a person can also be

influenced in being ethical. Based on these descriptions, the authors propose the following hypothesis:

H_{4d}: Students who have been married more being ethical than the other students.

Based on the description that has been described above, the model of this study are as follows:

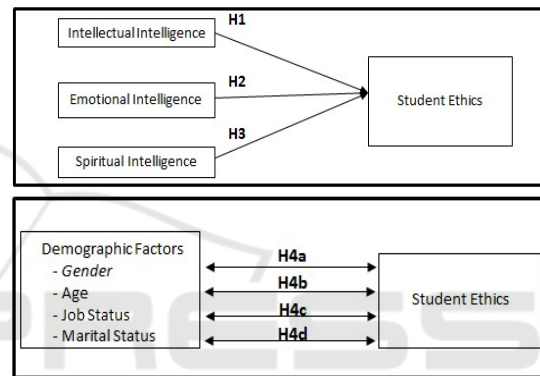


Figure 1 Research Model Intellectual Intelligence, Emotional Intelligence, Spiritual Intelligence and Demographic Factors

3 METHOD, RESULT AND DISCUSSIONS

The method used in this study is a quantitative approach. This study uses primary data, the data is collected through a questionnaire that has been developed by Jamaluddin & Indriasari (2011), Pradipta (2012), zakiah (2013), Tjun et al. (2009), Pasek (2015), Lai and Tan (2009), and Bieber et al. (2013). The location of this research is done in universities in Batam. The object of this study is an active student studying at universities in Batam. Data on college be obtained from the website disdik-kepri.com, forlap.dikti.go.id and through the official website of the college.

The dependent variable of this study is the Student Ethics. Student Ethics variables measured in two dimensions or indicators of etiquette on campus and off campus etiquette and business ethics. The

independent variable of this research is the variable that is measured intellectual with three dimensions or indicators of problem-solving skills, verbal intelligence, and practical intelligence. Emotional intelligence variables measured by the five dimensions or indicators of self-knowledge, self-control, self-motivation, empathy and social skills. Spiritual intelligence variable measured by the four dimensions or indicators such as being flexible, self-awareness, deal with and exploit the suffering, and confront and transcend pain. Dimensions or indicators are measured using a 5-point Likert scale.

Demographic factors measured by the four dimensions or indicators of *gender*, Age, employment status and marital status. Dimensions or indicators are measured using dummy variables.

The research instrument used in this study was a questionnaire adopted from Jamaluddin & Indriasari (2011), Pradipta (2012), zakiah (2013), Tjun et al. (2009), Pasek (2015), Lai and Tan (2009), and Bieber et al. (2013), This questionnaire includes variables ethical, intellectual, emotional intelligence and spiritual intelligence as measured by a Likert scale which is an interval data. The fourth variable is measured by the 84 questions consisting of 15 questions for variables ethics, 10 questions for the variable intellectual, 50 questions for the variables of emotional intelligence and spiritual 9 questions for variables.

In this study the sampling technique used was purposive sampling technique. The criteria used in the study is a sampling:

- 1) Students majoring in business management or economics faculty who actively studied in college in Batam, namely Batam Polytechnic, University of Batam, Riau Islands University and the International University of Batam.
- 2) Students who are or have obtained ethics courses.

This study uses data collection techniques with survey technique is by distributing questionnaires to the respondents in the research samples. Distributing questionnaires done in 2 ways: first, for distributing paper questionnaires directly to the respondents, the authors came directly to the respondent and wait for the results. Second, the distribution of the questionnaire by filling the form Google link by sending a message containing a link questionnaires via social media. Distributing questionnaires in many ways is more able to facilitate the collection of data and can also save time. The collected data will be tabulated and the only data that qualify are processed further.

3.1 Validity Test and Reliability

The test results showed that the dependent variable is the ethics contained invalid 1 question ie the question item number 1. This is because the value of r count on an item to question number 1 is smaller than r table value that is equal to 0,201 < 0.2483. Therefore, the question in item number 1 is issued so that there are 14 items that meet the standards of validity and are used as a research instrument to measure the dependent variable is ethics.

The test results indicate that the independent variable is the intellectual of all items declared invalid question. This is evidenced by the value of r count larger than the value of r table on each item the question. Therefore, all items of questions as many as 10 questions on intellectual intelligence variable meets the standards of validity and can be used as a research instrument to measure variables intellect.

The test results showed that the value of Cronbach Alpha on all the variables value is greater than 0.6, it can be concluded that all of the items in question this research variables are reliable. This means that the variables in this study can be trusted reliability and can be reused in the study hereinafter the same discussion.

3.2 Characteristics of Respondents

Respondents in this study were students majoring in business management or economics faculty who actively studied in college in the city of Batam. Method distributing questionnaires in two ways: first, directly by visiting and distributing questionnaires in hard copy to the respondent and the second, using google link form that is spread through social media. Method distributing questionnaires directly as many as 894 copies of questionnaires, from the deployment of questionnaires collected 870 questionnaires, but there are 68 questionnaires were not filled completely so that the total collection of questionnaires directly as many as 802 questionnaires. Moreover, method distributing questionnaires through a google form and collected 18 questionnaires.

Authors distribute questionnaires to several public and private universities in Batam with the provisions have departments of business management or economics faculty of an accredited minimum of B. The first deployment is done in Batam Polytechnic authors distribute as many as 615

questionnaires and collected 507 questionnaires were obtained from the direct deployment and 108 questionnaires obtained from Google link form. The second deployment, the University of Batam authors distribute 128 questionnaires and collected 109 questionnaires were obtained from the direct deployment as well as the 19 questionnaires obtained from Google link form. Third deployment, in Batam International University authors distribute 118 questionnaires and collected 84 questionnaires were obtained from the direct deployment as well as the 34 questionnaires obtained from Google link form.

Before performing data processing, the data is checked first whether it has a data outlier. Outlier data is data that has unique characteristics that look very different from other observations and appeared in the form of extreme values (Ghozali, 2011). Outlier detection is done by determining the limit values would be categorized as a data outlier, by converting the data values into the z-score. Outlier data can be solved by eliminating the method (Ghozali, 2011). In this study if z-score value is greater than +4 and smaller than -4 ($-4 \leq Z \leq +4$) then expressed as a data outlier. After performing data processing for detecting the presence of data outliers, the results indicate that there are two data that have a critical value, but the author had decided to incorporate that data in a data processing because the value is still close to the limits specified value. Thus the total of data that can be used for as many as 989 if the data is the questionnaire data.

Table 1 Descriptive Statistics Analysis Results

Decriptive Statistic						
	Item Question	N	Minimum	Maximum	Mean	Std.Dev
E	14 item	989	32	70	57,23	5,016
KI	10 item	989	22	50	37,19	4,375
KE	34 item	989	105	167	124,82	10,002
KS	9 item	989	21	45	35,27	4,574
VALID N (Listwise)		989				

Description: This table is a descriptive statistical result. Dependent variable is Ethics (E). Independent variables are intellectual intelligence (KI), emotional intelligence (KE) and spiritual intelligence (KS)

Source: The data was processed with SPSS V.17

Based on table 1 above, the test results show that the ethics variable has a value score of a minimum of 32 and a maximum score of 70. The average value of ethics at 57.23 with a standard deviation of values 5.016. Variable intellect has a value score of a minimum of 22 and a maximum score of 50. The average value of intellectual 37.19 with a standard deviation of 4.375.

Emotional intelligence has a score of a minimum of 105 and a maximum score of 167, average value of emotional intelligence 124.82 with a standard deviation of 10.002. Spiritual intelligence variable has a value score of a minimum of 21 and a maximum score of 45, average value of spiritual intelligence 35.27 with a standard deviation of 4.574.

The next independent variable is the demographic factors were measured using four variables: gender, age, employment status and marital status. The fourth variable demographic factors were measured by using dummy variables. Based on table 4.2 above, the first Demographic factors measured by gender. For the gender variable is given a value of 1 if the gender of Women, and 0 if the male gender. Respondents with male gender there were 260 respondents (26.3%), while respondents with female gender there were 729 respondents (73.7%).

Table 2 Descriptive Statistics Analysis Results Demographic Factors

	Variabel	Frequency	Percent
Gender	Male	260	26,3%
	Female	729	73,7%
Total		989	100,0%
Age	< 21	495	50,1%
	21-25	473	47,8%
	> 25-30	20	2,0%
	> 30	1	0,1%
Total		989	100,0%
Job Status	Unwork	583	60,2%
	Work	406	39,8%
Total		989	100,0%
Marital Status	Unmarried	890	89,9%
	Married	99	10,1%
Total		989	100,0%

The second demographic factors measured by age, divided into four groups. For the variables age, age is given a value of 1 if aged 21 years to 25 years, given the value of 2 if aged over 25 years to 30 years, given the value 3 if aged over 30 years, was given a value of 0 if aged <21 years. Respondents under 21 years of age there were 495 respondents (50.1%), people aged 21 to 25 years there were 473 respondents (47.8%), people aged over 25 years to 30 years there were 20 respondents (2.0%), while respondents with more than 30 years of age there are as many as one respondent (0.1%).

The third demographic factor measured by employment status. Variable job status is divided into two does not work and work. For variable employment status is given a value of 1 if it is working, and 0 if it does not work. Respondents with employment status does not work there are as many as 583 respondents (60.2%), while respondents with the status of a job working there were 406 respondents (39.8%).

The fourth demographic factors measured by marital status. Marital status variables divided into two unmarried and married. For marital status is given a value of 1 if already married, and 0 if not married. Respondents with marital status is not married as many as 890 respondents (89.9%), while respondents with marital status married there as much as 99 respondents (10.1%).

3.3 Hypothesis Test Results

3.3.1 The Impact of Intellectual Intelligence on Student Ethics

Hypothesis testing results show the value of the coefficient of determination (R^2) of 0.238, which means that the relative contribution given by a combination of variables intelligence (X_1) to ethics (Y) is 23.8%, while the remaining 76.2% is influenced by other variables, Hypothesis one (**H1**), which states that intelligence positively affects student ethics **supported** at a significance level of 1% as seen from the p-value of 0.000 < 0.01 by t values of 11.161 and the coefficient value of 0.000 (positive). Based on the results described can be concluded that intelligence positively affects student ethics, This means that the higher intelligence quotient will increase a person's attitude or ethical behavior, Based on the results described it can be concluded that the hypothesis (**H1**) is supported. Testing the hypothesis one shown in Table 3. The author has done classical assumption in these results. Test for normality using Kolmogorov-Smirnov test obtained value of 0.393 show values greater than 0.05, which means that the data are normally distributed. VIF value of 1.000 indicates a smaller value of 10.00, which means that regression in this study did not happen multikolinieritas. Glejser test value of 0.312 indicates that the value is greater than 0.05, so it can be stated that regression in this study did not happen heteroskedastisitas. Based on the results described can be concluded that the results of testing the hypothesis (**H1**), (**H2**), (**H3**), (**H4**) is free from classical assumptions.

Table 3 Hypothesis Test Results Effect of Intellectual Intelligence, Emotional Intelligence, Spiritual Intelligence and Demographic Factors against Student Ethics.

Variabel	Koefesien	t-statistik	p-value	Asymp Sig	VIF	uji glejser
Constant	27,484	14,040	0,000	0,750		0,001
KI (H1)	0,398	11,161	0,000 ***		1,243	0,378
KE (H2)	0,063	3,987	0,000 ***		1,266	0,631
KS (H3)	0,179	5,667	0,000 ***		1,064	0,200
Gender (H4a)	1,043	3,219	0,000 ***		1,043	0,562
Age (H4b)	0,359	1,244	0,107		1,259	0,862
SPKJ (H4c)	-0,205	-0,681	0,248		1,111	0,262
SPKW (H4d)	-0,453	-0,916	0,180		1,139	0,807
Adjusted R squared						0,238
N						989
p-value (F-Statistics)						0,000 ***

***Signifikan pada level 1%. **Signifikan pada level 5%. *Signifikan pada level 10%.

Description: This table is the result of the regression test of the influence of intellectual intelligence, emotional intelligence and spiritual intelligence on student ethics. The dependent variable is student ethics, while the independent variables are intellectual intelligence, emotional intelligence and spiritual intelligence. H1 is the test of intellectual intelligence, H2 is the test of emotional intelligence, H3 is the test of spiritual intelligence. H4a to H4d is a test of demographic factors (gender, age, SPKJ: employment status and SPKW: marital status)

Source: Data processed by SPSS V.17

Statistical test results showed that hypothesis (**H1**) intelligence positively affects student ethics. The higher intelligence quotient will increase one's ethical stance. This means that the hypothesis (**H1**) of the **supported** with intellectual person has more knowledge and will make it tend to lessen that does not comply with the norms. Thus, the factor of intelligence measured through indicators problem-solving skills, verbal intelligence, and practical intelligence is a factor that will affect student ethics.

The results are consistent with research conducted by Jamaluddin & Indriasari (2011) which states that intellectual acumen positive influence on the ethics of accounting students. Another study by Tikollah et al., (2006) showed similar results stating that intellectual effect on the ethical attitudes of accounting students. Additionally, Agustini & Herath (2013) also states that intellectual significant positive effect on the ethical attitudes of students S1 Accounting Ganesha Education University Singaraja.

3.3.2 The Impact of Emotional Intelligence on Student Ethics

Statistical test results showed in Table 3 that the two hypotheses emotional intelligence positively affects student ethics. The higher emotional intelligence will improve one's ethical stance. This means that the hypothesis of two (**H2**) **supported**, individual's emotional intelligence will greatly help in being ethical. Thus, emotional intelligence factors are

measured through indicator self-knowledge, self-control, self-motivation, empathy and social skills is a factor that will affect student ethics.

The results are consistent with research conducted by Simanjorang & Sipayung (2012) which states that emotional intelligence is a positive influence on the ethics of management students. Another study by Fu (2014) shows that emotional intelligence has positive influence on employee ethics. Additionally, Agustini & Herath (2013) also states that emotional intelligence is significant positive effect on the ethical attitudes of students S1 Accounting Ganesha Education University Singaraja.

3.3.3 The Impact of Spiritual Intelligence on Student Ethics

Statistical test results showed in Table 3 that the three hypotheses spiritual intelligence positively affects student ethics. The better the individual's spiritual intelligence then also getting good ethics. This means that the hypothesis of three supported, with spiritual intelligence person knows well the moral values that needed in life so that they can control the attitude based on these values. Thus, the factor of spiritual intelligence is measured through indicators being flexible, self-awareness, deal with and exploit the suffering, and confront and transcend the pain is a factor that will affect student ethics.

The results are consistent with research conducted by Simanjorang & Sipayung (2012) which states that spiritual intelligence positively affects student ethics management. Another study by Fu (2014) shows that emotional intelligence has positive influence on employee ethics. Additionally, Agustini & Herath (2013) also states that spiritual intelligence positive influence on the ethics of accounting students.

3.3.4 The Impact of Demographic Factors on Student Ethics

Demographic factors in this study are *gender*, Age, employment status and marital status. The author tested using one way ANOVA test to determine first, whether there is a difference between women and men - men in being ethical. Second, is there a difference in the level of the age of a person in being ethics. Third, is there a difference between students who already work with students who do not work in ethics. Fourth, is there a difference between students who are married with unmarried students in being ethics. Result of homogeneity test and test are presented in tables 4.4 and 4.5 as follows

Table 4 Demographic Factors Homogeneity Test Results (Levene's Test of Quality of Error Variances)

VARIABLE	F	SIG
Gender	092	0.762
Age	150	.117
Job Status	084	0.772
Marital Statu	109	0,293

Source: Data processed by SPSS V.17

The Impact of Gender on Student Ethics.

Statistical test results showed table 4 and 5 that a hypothetical four more female students than students behave ethically men - men. Students are more likely to behave ethically women than men. This means that a hypothetical four (**H_{4a}**) **supported**, visible difference in attitude or behavior between women and men.

The results are consistent with research conducted by Bieber et al., (2013) stating that gender affects students' perceptions related to the ethics of information technology. Another study by Torgler (2006) show that women are more obedient to the rules as compared to men. Moreover, Akbar (2009) found that women are better results in view of unethical behavior when faced with an ethical dilemma situation of the male students.

The Impact of Age on Student Ethics.

Hypothesis four b (**H_{4b}**) states that more mature age students who behave ethically compared with younger students. Based on table 5 above, it is known that $p\text{-value} > 0.05$ is equal to $0.117 > 0.05$, meaning that age group had the same variant, then performed the ANOVA test. Based on table 4.7 above, namely the value of ANOVA test $1,367 < 2.300$, meaning that there is no difference in the level of a person's age in being ethical.

Statistical test results showed in Table 4.3 that the hypothesis of four b the person's age has no effect on the ethical stance. It can be concluded that the hypothesis of four b (**H_{4b}**) are **not supported**. This means namely the more mature age students will be more ethical in the act not supported. The results are consistent with research conducted by Damayanthi and Juliarsa (2016) which showed that that age was not statistically affect the unethical behavior of accountants.

The Impact of Student Employment Status on Ethics.

Hypothesis four c (**H_{4c}**) states that Students

work being ethical than the other students. Based on table 5 above, it is known that $p\text{-value} > 0.05$ is equal to Another study by Bieber et al. (2013) showed that students who work less behave ethically.

Table 5 Hypothesis Test Results Demographic Factors (result One Way Anova)

VARIABLE	F	SIG
Gender	10.80	2,300
Age	1,367	2,300
Job Status	.783	2,300
Marital Statu	.090	2,300

The Impact of Student Marital Status on Ethis.

Hypothesis four d (**H4d**) states that married students being more ethical than the other students. Based on table 4 above, it is known that $p\text{-value} > 0.05$ is equal to 0.293 > 0.05 , meaning that the marital status groups have the same variance, then performed the ANOVA tests. Based on table 4.5 above, namely the value of ANOVA test $0.090 < 2.300$, meaning that there is no difference in marital status of a person in being ethical. It can be concluded that the hypothesis of four d (**H4d**) is **not supported**. in being ethical. It can be concluded that the hypothesis of the four c (**H4c**) are not supported, namely students who work more than students behave ethically more not supported. One's job status did not influence it in being ethical. The results of this study are supported by research conducted Mulyani (2015) which states that employment status does not affect the ethical behavior of students.

Statistical test results showed that the hypothesis of four d a person's marital status had no effect on the ethical stance. This means that the hypothesis of four d (4d) is married students behave more ethically than the other students not supported. Marital status does not influence a person in being ethical. The results of this study are supported by research conducted Bieber et al. (2013) which shows that students who are married are less behave ethically $0.772 > 0.05$, meaning that employment status groups have the same variance, then performed the ANOVA test. Based on table 4.7 above, namely the value of ANOVA test $.783 < 2.300$, meaning that there is no difference in the employment status of a person

4 CONCLUSIONS

This study aimed to examine the effect of intellectual, emotional intelligence, spiritual intelligence and demographic factors to ethical business management majors or students of economic faculties of universities in Batam. Based on the discussion that has been described, it can be concluded as follows: firstly, Intellectual intelligence positively affects student ethics. The positive influence means that the higher intelligence quotient will increase one's ethical stance. Secondly, Emotional intelligence positively affects student ethics. The positive influence means that the higher the emotional intelligence will improve one's ethical stance. Thirdly, Spiritual intelligence positively affects student ethics. The positive influence means that the better the person's spiritual intelligence then ethics is also getting better. Lastly, Demographic factors positively affects student ethics as measured by gender, while the demographic factor as measured by age, employment status and marital status did not affect the student ethics.

The author found some limitations to this study that would require improvement and development in future studies. Some limitations are as follows: Firstly, in this study only conducted questionnaires to the four universities in Batam. This is because the author uses the criteria of universities have departments of business management or economics faculty with minimal accreditation B. In addition, the authors use a sampling technique purposive sampling with criteria for students majoring in business management or economics faculty.

Secondly, in this study the demographic factor variables measured only using four factors: gender, age, employment status and marital status. Lastly, in this study the authors only measure variables intelligence, emotional intelligence, spiritual intelligence and demographic factors on student ethics.

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